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ABSTRACT

This Distance Learning Fiscal and Statistical Report is an annual publication designed to document statistical and financial aspects of the Distance Learning Program at West Valley College (Saratoga, California). In addition to presenting comparative distance learning course statistics for the last 15 years, this report presents a thorough review of the 2000-2001 distance learning course offerings, enrollment data, and related revenue generation. Although telecourses remain a popular mode of course offerings, the College developed and offered more online course sections in the year 2000-2001. This year's distance learning highlights include: West Valley College offered 134 sections of distance learning courses; 67 sections of online courses were offered, an increase of 37% over the 49 online courses offered the previous year; online classes are usually capped at 32 students per section, with telecourses averaging closer to 45 students per course, and therefore the average distance learning class size was smaller than in years past; retention rate for distance learning courses was 85% compared to a college-wide average of 81.7%, due to the high quality of instructional design components of the courses, especially the online courses; combined increases in distance learning course offerings resulted in substantial increases in student enrollment and the related Weekly Student Contact Hours (WSCH); the decision to increase distance learning offerings to 134 sections has proven to be economically sound; increased course offerings now make it possible for a West Valley College student taking a combination of telecourses and online courses to complete an A.A. degree totally through distance learning. Tables provide: summer 2000 distance learning course statistics; fall 2000 telecourse statistics; fall 2000 online course statistics; spring 2001 online course statistics; summary of 2000-2001 distance learning statistics; and year by year statistical comparison, 1986-87 through 2000-2001. Information on distance learning fees and expenses for 2000-2001, gross WSCH revenue from 2000-2001 distance learning courses, and 2000-2001 total net WSCH revenue is provided, followed by student survey statistics. The student survey form is included. (AEF)

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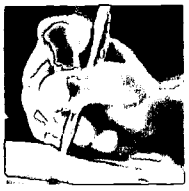
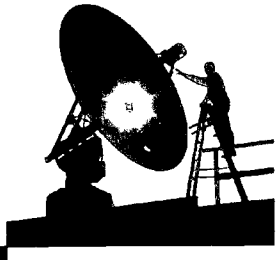
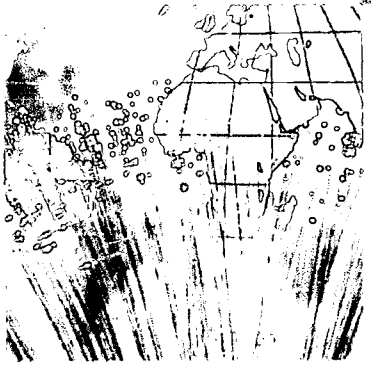
Distance Learning

Fiscal & Statistical Report

2000 - 2001







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West Valley College

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Distance Learning Fiscal and Statistical Report

2000/2001

Written and Compiled by

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Instructional Technology/Distance Learning Coordinator
West Valley College

Special thanks to David Tom, Rick Lee, Max Gault, and Carl Jones for their assistance in the production of this report

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Certification of 2000/2001 Distance Learning Report

This Distance Learning Fiscal and Statistical Report has been produced for the purpose of informing the institution and the community concerning the statistical and financial aspects of distance learning at West Valley College. We hereby certify that the information contained herein accurately reflects the current status and structure of the Distance Learning Program.

Dr. Linda King, President
Academic Senate

Michael Byers, Chairman
Distance Learning Committee

Steve Peltz, Coordinator
Distance Learning Program

INTRODUCTION

The Distance Learning Fiscal and Statistical Report is an annual publication designed to document and clarify the statistical and financial aspects of the Distance Learning Program at West Valley College. In addition to presenting comparative distance learning course statistics for the last fifteen years, this report will also present a thorough review of the 2000/2001 distance learning course offerings, enrollment data, and related revenue generation. This combined data will continue to illustrate the tremendous popularity and growth of the Distance Learning Program at West Valley College. Distance learning continues to be an important and efficient part of the total college offerings.

The Distance Learning Program at West Valley College is constantly changing to meet student needs and this year was certainly no exception. We have always offered a wide variety of courses for students to choose from, and although telecourses remain a popular mode of course offerings, the college decided to develop and offer more online course sections this year. Here are this year's distance learning highlights:

- West Valley College offered 134 sections of distance learning courses this year.
- 67 sections of online courses were offered during the 2000/2001 school year. This was an increase of 37% over the 49 online courses offered last year.
- Online classes are usually capped at 32 students per section because of the tremendous amount of instructor work associated with web based pedagogy. Telecourses average closer to 45 students per course. Therefore, the average distance learning class size this year was a bit smaller than in years past.
- The retention rate for our distance learning courses was 85% compared to college wide average of 81.7%. This was due to the high quality of the instructional design components of each of our courses, especially the new online courses. Our instructors deserve a huge round of applause for their development efforts and accomplishments.
- The combined increases in distance learning course offerings naturally resulted in substantial increases in student enrollment and the related WSCH (Weekly Student Contact Hours). The WSCH figures for the year are highlighted on page 6 of this report.
- Our decision to increase our distance learning offerings to 134 sections this year has proven to be economically sound. It has also helped to solidify our standing as one of the top five producers of distance learning courseware in the state.
- Our increased course offerings now make it possible for a West Valley College student taking a combination of telecourses and online courses to complete an A. A. degree totally through distance learning.

WHAT IS DISTANCE LEARNING?

Distance learning refers to a broad spectrum of educational opportunities in which the instructor and student are separated by distance and interact through various means of communication and telecommunication technologies rather than sitting together in a classroom. To link instructors and students, we now utilize a wide range of tools and technologies including the Internet, video, CD-ROMs, computerized discussion forums, and e-mail. Distance learning at the college has become increasingly popular because of the convenience and flexibility it offers students, eliminating the barriers that keep many adults from advancing their education. Distance learners can engage in courses on their own timetable and at their own convenience. This allows us to reach out to new student populations, including those who otherwise would be unable to continue their college education because of working schedules or location constraints.

Quality distance learning programs utilize three essential characteristics:

- **Appropriate Instructional Design** - Quality distance learning is not about replicating the classroom experience or simply reading course lectures on a computer screen. Distance learning courses should carefully go through an instructional development process, making sure that the courseware is designed to directly engage and involve the student. The course should be designed in order to permit the instructor and the student to have more control over the process of learning than would be possible in a traditional classroom. Courses should be learner-centered, permitting students to relate the course content directly to their specific needs and goals.
- **Appropriate course delivery methods** - Distance learning courses can either be synchronous or asynchronous. Synchronous instruction requires learners and teachers to participate at the same time with interaction done in "real time." On the other hand, asynchronous instruction allows the student to participate when it is most convenient for them to access the instructional material. This method obviously offers the student greater flexibility to fit the course work into their busy schedules. Most of our distance learning courses are asynchronous and utilize a variety of methods of delivery including Internet based instruction, CD-ROM based instruction, videotapes, e-mail and listservs.
- **Instructional support and contact with learners** - Contrary to what many people assume, distance learners should not feel isolated from each other. Quality distance learning programs use a variety of means to develop a strong sense of community. Well-designed programs often find faculty to be even more accessible than in traditional classrooms. In addition, online support groups, learner chat rooms and forums, online help desks, and organized small group learning can all be effective means of supporting and connecting learners.

WHAT IS DISTANCE LEARNING AT WEST VALLEY COLLEGE?

The Distance Learning Program at West Valley College continues to be one of the strongest and most prolific in the State of California. Through the use of technology and applicable instructional design techniques, West Valley College continues to offer members of our community the opportunity to take advantage of a wide variety of diverse distance learning course options as we help them achieve their personal goals.

West Valley College offers four different types of distance learning courses:

- **Telecourse** - combines commercially produced videotapes with accompanying workbooks and textbooks. Telecourse students usually watch video programs independently either at home or the workplace. Telecourses also include reading the textbooks and study guides on their own. Students may also choose to watch the programs in the college library or rent the videotapes.
- **Online course** - students access stimulating and informative course materials using a computer and the Internet at home or in the workplace. Online courses also incorporate the use of e-mail and appropriate instructional chat rooms. These courses also utilize appropriate textbooks and other related instructional materials as part of course.
- **CD-ROM based course** - students buy a textbook/workbook that also includes multiple CD-ROMs to present additional instructional resource materials including video clips, graphs, simulations, and pictures/graphics. Most of the CD-ROM based materials also have interactive "hot links" to the Internet to offer additional up-to-date information and resources.
- **Hybrid course** - a course that combines multiple modes of integrated instructional media, combining the strengths of some or all of the above. For example, they might include videotapes and Internet resources along with special multimedia CD-ROMs, textbooks, self-paced workbooks, or other additional materials.

By utilizing one or more of the above distance learning methodolgies, West Valley College students have the ability to use the best of modern technologies to participate in a wide variety of diverse course offerings, all desiged to help them achieve their personal goals.

WHAT'S NEW IN DISTANCE LEARNING AT WEST VALLEY COLLEGE?

Online courses have emerged as one of the highest growth areas in terms of innovation and enrollment across the country. The tremendous educational possibilities that the Internet offers has led the college to focus its expansion efforts this year in developing a wide variety of new online courses. West Valley offered 67 sections of online courses this year, making us one of the leaders in this area in the state. The convenience and flexibility of online learning allows our students even more opportunities to work towards a college degree while juggling busy job and family responsibilities.

Most of our telecourses were also redesigned this year to include a variety of online components, thereby enhancing student interaction and utilizing new modes of instruction.

As part of the college's instructional development process, instructors involved in designing new online courses are given a variety choices. Therefore, each of our online courses uses one of the following methods of delivery:

- **Hierarchical web page courses** - a series of linked web pages, starting with a course homepage. Students are then provided with a series of successively linked web pages in order to lead them through the lesson material and other related class exercises. Web pages are designed and updated often by the instructor and uploaded to the college's Instructional Server. This server is monitored and administered by college personnel. Most instructors utilizing hierarchal web pages use either Microsoft Frontpage® or Dreamweaver® to help them design their web pages and automatically write the HTML language necessary for web page creation.
- **WebCT courses** - an application shell or template used by instructors to develop their entire course with linked web pages filed under categories like "Lessons", "Homework", and "Testing". The WebCT program is housed on a remote server that is monitored and administered by the CVC (California Virtual Campus). WebCT writes all of the HTML language automatically as the instructors type in the material on their computer. Existing word files may also be uploaded and converted automatically. Student testing is done within the WebCT shell and tests are then graded by the system. Instructor development time for a complete course often requires hundreds of hours.
- **Course Compass/Blackboard courses** - an application shell or template, much like WebCT, used by instructors to develop their entire course with linked web pages. Course Compass®, using a Blackboard® application template, is a free service to instructors using Prentice Hall textbooks. Students are provided an access code when buying the book in order to log on to the web server. Development and testing are much like the WebCT model.

THE FUTURE OF DISTANCE LEARNING – WHERE DO WE GO FROM HERE?

The future of distance learning at West Valley College looks brighter than ever. Our students love our new online courses and want even more. Online courses remain the hottest distance learning topic across the country and that is where most of our development will continue for the next few years. Enrollment in our online courses remains high and most of our online classes are full after the first two or three days of registration. Here are the highlights of our planned distance learning development efforts for the next year and beyond:

- Combine the efforts of the Instructional Development Services staff with staff from the Technology Center and Staff Development in offering more individual sessions/classes for faculty on web page development and computer application training. Much of the web page and online course development has been handled on a one-to-one basis for the last two years. With more and more online courses being planned, a more systematic approach will accommodate a larger group of faculty developers.
- Organize a WebCT users group to meet regularly to discuss common issues, share development ideas, and solve common problems that may arise concerning server issues or Datatel concerns.
- Develop and hold WebCT training seminars for new online course faculty developers. Then assign each user a faculty mentor already using WebCT.
- Explore new web based marketing techniques to help inform new student populations concerning the many aspects and advantages of the Distance Learning Program.
- Expand the web based student services available online: financial aid, counseling, and online registration just to mention a few.
- Explore the possiblities of new multimedia and streaming technologies that may be used within the structure of current and future online courses. These may include streaming audio clips, streaming video lessons or demonstrations, and self-running Powerpoint® lectures.
- With the monies approved through the college's APPS Resource Allocation Process last year and later approved by the Division Chairs Council, launch a new initiative to recruit and mentor new online course developers across the campus.
- Begin development of specific online certificate and degree programs, including the newly proposed online Administrative Management Certificate program.
- Continue to explore new software possibilities that incorporate complete web based teaching systems. These offer a variety of components including a video image of the instructor with audio (live or delayed), the instructor's lesson materials using Powerpoint®, an interactive white board, and instructor/student email and chat box, all on the same screen.

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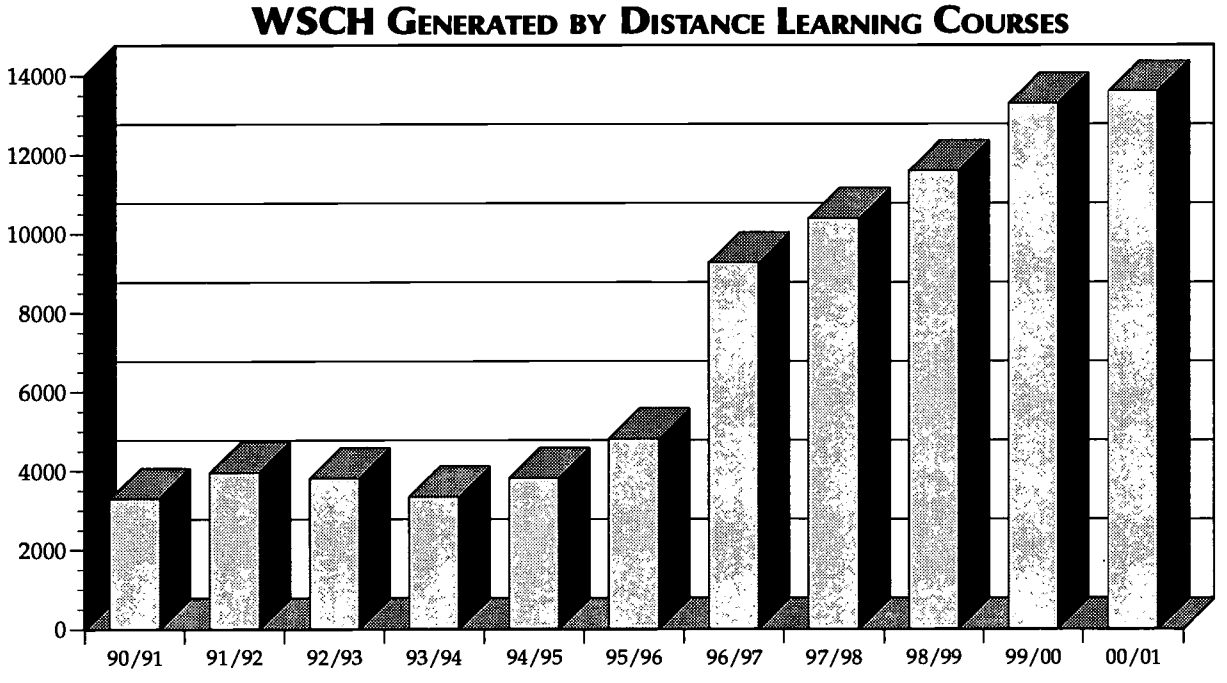
WSCH AND WSCH/FTE

The 2000/2001 school term proved to be another tremendous year for the college's Distance Learning Program in terms of the number of courses offered, the number of students enrolled, and the associated WSCH (Weekly Student Contact Hours). Since WSCH and WSCH per FTE are commonly used to show a college program's efficiency, the WSCH and WSCH per FTE for West Valley's distance learning courses are hereby presented for comparison:

- The decision to design and offer more online courses resulted in more distance learning courses and more sections being offered at the college than ever before.
- The 134 sections of distance learning courses generated an new all-time high WSCH amount of **13,601.00**.
- The WSCH per FTE ratio for distance learning courses for the 2000/2001 school year was **626.72**, well above the college wide average ratio of 468.89.
- Enrollment and WSCH details for each semester are detailed on pages 8 - 13.
- For complete WSCH, WSCH per FTE, enrollment, and financial statistics for the last fifteen years, see the chart on page 14.

The graph below highlights the WSCH generated by the Distance Learning Program, including the 2000/2001 figures in the column to the far right.



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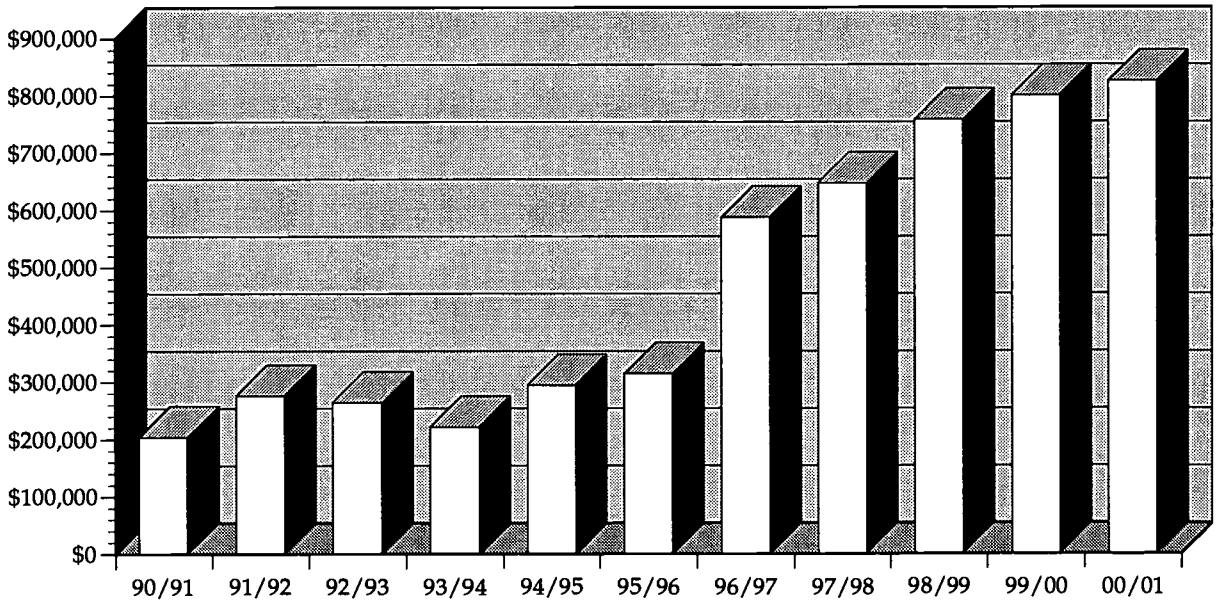
WSCH REVENUE GENERATED FROM DISTANCE LEARNING

The Distance Learning Program made another strong showing this year in terms of the revenue that the program generated for the college. Highlights are as follows:

- The Distance Learning Program offered more courses than ever before including 51 different courses and a total of 134 sections.
- The resulting WSCH from the 134 sections of courses resulted in net revenues of **$819,204**, a new record amount for the Distance Learning Program.
- Revenues were calculated by subtracting the program costs from the money received from the state for the 453.367 FTES (Full Time Equivalent Students) that the Distance Learning Program generated this past year.
- The figures were aided by having a combination of very high student enrollment (13,601. WSCH) plus a very high WSCH/FTE ratio of 626.72.
- A complete summary of the course offerings, enrollment data, costs and the formulas used to calculate the gross revenues are outlined on page 13.
- The revenue numbers for the last five years on page 14 have been adjusted to more accurately reflect the actual amounts the college received per full-time equivalent student (FTES) according to data recently received from the California State Chancellor's Office.

The graph below highlights the net revenues generated by the Distance Learning Program, including the 2000/2001 figures in the column to the far right.

NET WSCH REVENUE GENERATED BY DISTANCE LEARNING



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SUMMER 2000 DISTANCE LEARNING COURSE STATISTICS

Telecourses

Section	Instructor	Course	Hdct	WSCH	FTE	WSCH/FTE
8294	Titus	Anthro 003	35	108.01	.200	540.05
8295	Stuart	Art 004	55	282.89	.200	1414.45
8037	Schock	Business 028	51	236.09	.200	1180.45
8038	Schock	Business 033	24	111.10	.200	555.50
8039	Goss	Business 051	40	185.17	.200	925.85
8040	Goss	Business 054	32	148.14	.200	740.70
8149	Bordi	Health Ed. 008	50	154.31	.200	771.55
8243	Worley	Physical Ed. 4.12	66	203.68	.200	1018.40
8388	Callner	Theatre 015	35	180.03	.276	652.28
Summer 2000 Totals			**388**	**1609.42**	**1.876**	**857.90**

Online Courses

Section	Instructor	Course	Hdct	WSCH	FTE	WSCH/FTE
8060	Proudfoot	Ca 074	19	39.09	.067	583.43
8061	Rascov	Ca 089	28	48.01	.067	716.57
8064	Carey	Ca 096	25	42.89	.067	639.70
8065	Carey	Ca 096A	23	39.43	.067	588.51
8066	Carey	Ca 096C	26	44.57	.067	665.22
8079	Carey	Cis 43.2	21	64.81	.200	324.05
8112	Moniz	Engl 001A	26	142.64	.200	713.20
8151	Gallup	Hist 017A	28	80.23	.200	401.15
Summer 2000 Online Course Totals			**196**	**501.67**	**.935**	**536.51**
Summer 2000 Totals			**584**	**2111.09**	**2.811**	**751.01**

Note: All course statistics including all WSCH and FTE data entries for Summer, Fall, and Spring, are collected using the applicable WV155 first census report.

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FALL 2000 TELECOURSE STATISTICS

Telecourses

Section	Instructor	Course	Hdct	WSCH	FTE	WSCH/FTE
0028	King	Anthro 003	26	78.00	.200	390.00
2025	Stuart	Art 004	48	240.00	.200	1200-.00
2040	Mendelsohn	Astro 001	22	110.00	.167	658.68
0129	Schock	Bus 028	38	171.00	.200	855.00
0130	Schock	Bus 033	31	139.50	.200	697.50
0131	Schock	Bus 040	27	121.50	.200	607.50
0134	Goss	Bus 051	46	207.00	.200	1035.00
0135	Goss	Bus 054	38	171.00	.200	855.00
0136	Goss	Bus 056	28	126.00	.200	630.00
0229	Pirofski	Chs 002	25	75.00	.200	375.00
0515	Skaife/Raney	French 050 A	*14*	*42.00*	*n/a*	*n/a*
0518	Skaife/Raney	French 050 B	*13*	*39.00*	*n/a*	*n/a*
0521	Skaife/Raney	French 051 A	*11*	*33.00*	*n/a*	*n/a*
0524	Skaife/Raney	French 051 B	*1*	*3.00*	*n/a*	*n/a*
	Skaife/Raney	French 50/51 Totals	39	117.00	.400	292.50
0513	McNabb	Frnch 50A	*33*	*99.00*	*n/a*	*n/a*
0516	McNabb	Frnch 50B	*25*	*75.00*	*n/a*	*n/a*
	McNabb	French 50/51 Totals	58	174.00	.200	870.00
2239	Shade	Geol 001 A	27	162.00	.334	485.03
2241	Bordi	H ED 008	36	108.00	.200	540.00
2311	Champion	Music 010	32	128.00	.200	640.00
2324	Bowers	NS 015	33	148.50	.200	742.50
2325	Faul	Ocean 001	29	87.00	.167	520.96
0878	Worley	PE 4.12	76	228.00	.200	1140.00
1051	Murphy	Soc 001	34	102.00	.200	510.00
1070	Accornero	Spanish 050 A	*30*	*90.00*	*n/a*	*n/a*
1071	Accornero	Spanish 050 B	*6*	*18.00*	*n/a*	*n/a*
1072	Accornero	Spanish 051 A	*1*	*3.00*	*n/a*	*n/a*
1073	Accornero	Spanish 051 B	*0*	*0.00*	*n/a*	*n/a*
	Accornero	Span. 50/51 Totals	37	111.00	.200	555.00
2433	Callner	Thear 015	65	325.00	.276	1177.54
2434	Callner	Thear 019A	29	87.00	.200	435.00
Fall 2000 Telecourse Totals			**824**	**3216.50**	**4.744**	**678.01**

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FALL 2000 ONLINE COURSE STATISTICS

Online Courses

Section	Instructor	Course	Hdct	WSCH	FTE	WSCH/FTE
0011	Smith	AJ 001	25	75.00	.200	375.00
0186	Proudfoot	CA 074	9	18.52	*n/a*	*n/a*
0187	Proudfoot	CA 074	9	18.52	*n/a*	*n/a*
0621	Proudfoot	Libr 006	2	4.11	*n/a*	*n/a*
0622	Proudfoot	Libr 006	1	2.06	*n/a*	*n/a*
	Proudfoot	Totals	21	43.21	.200	216.05
0193	Rascov	CA 089	31	53.15	.067	793.28
0194	Rascov	CA 089	23	39.43	.067	588.51
0204	Kahn	CA 096	45	77.15	.067	1151.49
0205	Kahn	CA 096	27	46.29	.067	690.90
0209	Carey	CA 096A	23	39.43	.067	588.51
0210	Carey	CA 096A	36	61.72	.067	921.19
0212	Carey	CA 096C	30	51.43	.067	767.61
0214	Carey	CA 096G	29	145.00	.200	725.00
0300	Byers	Couns 012	33	99.00	.200	495.00
0301	Byers	Couns 012	56	167.99	.200	839.95
0377	Harvell	Econ 001B	28	84.00	.200	420.00
0403	Barrett	Engl 001A	31	155.00	.250	620.00
0404	Barrett	Engl 001A	24	120.00	.250	480.00
0405	Moniz	Engl 001A	32	160.00	.250	640.00
0413	Barrett	Engl 001B	30	135.00	.250	540.00
0414	Barrett	Engl 001B	24	108.00	.250	432.00
0415	Saito	Engl 001B	32	144.00	.250	576.00
0422	Pearce	Engl 001C	29	145.00	.250	580.00
0429	Schulter	Engl 70A	18	54.00	*n/a*	*n/a*
0431	Schulter	Engl 70B	8	24.00	*n/a*	*n/a*
	Schulter	Engl 70A/B Totals	26	78.00	.250	312.00
0503	Skaife	Frnch 001A	29	145.00	.333	435.44
0505	Skaife	Frnch 001B	22	110.00	.333	330.33
0560	Gallup	Hist 017A	29	87.00	.200	435.00
0561	Gallup	Hist 017A	27	81.00	.200	405.00
0572	Whitmer	Hist 017B	28	87.00	.200	435.00
Fall 2000 Online Course Totals			**770**	**2534.81**	**4.935**	**513.64**
Fall 2000 Telecourse/Online Total			**1594**	**5751.31**	**9.679**	**594.20**

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SPRING 2001 TELECOURSE STATISTICS

Telecourses

Section	Instructor	Course	Hdct	WSCH	FTE	WSCH/FTE
4032	King	Anthro 003	25	75.00	.200	375.00
6019	Stuart	Art 004	46	230.00	.200	1150.00
6041	Mendelsohn	Astro 001	25	75.00	.167	449.10
4134	Schock	Bus 028	45	202.50	.200	1012.50
4135	Schock	Bus 033	32	144.00	.200	720.00
4136	Schock	Bus 040	27	121.50	.200	607.50
4139	Goss	Bus 051	35	157.50	.200	787.50
4140	Goss	Bus 054	30	135.00	.200	675.00
4141	Goss	Bus 056	23	103.50	.200	517.50
4238	Pirofski	Chs 002	25	75.00	.200	375.00
4514	McNabb	Frnch 50A	*40*	*120.00*	*n/a*	*n/a*
4518	McNabb	Frnch 51A	*15*	*45.00*	*n/a*	*n/a*
	McNabb	French 50/51 Totals	55	165.00	.200	825.00
4515	Raney	French 050A	*18*	*33.00*	*n/a*	*n/a*
4517	Raney	French 050B	*6*	*9.00*	*n/a*	*n/a*
4519	Raney	French 051A	*3*	*3.00*	*n/a*	*n/a*
4521	Raney	French 051B	*1*	*0.00*	*n/a*	*n/a*
		French 50/51 Totals	28	84.00	.067	1253.73
6245	Shade	Geol 001 A	28	224.00	.334	670.66
6250	Bordi	H ED 008	35	105.00	.200	525.00
4804	Champion	Music 010	40	160.00	.200	800.00
6340	Bowers	NS 015	32	96.00	.200	480.00
6341	Reyes	Ocean 001	33	99.00	.167	592.81
4910	Worley	PE 4.12	65	195.00	.200	975.00
5090	Murphy	Soc 001	38	114.00	.200	570.00
5108	Accornero	Spanish 050 A	*34*	*102.00*	*n/a*	*n/a*
5109	Accornero	Spanish 051 A	*10*	*30.00*	*n/a*	*n/a*
5110	Accornero	Spanish 051 A	*5*	*0.00*	*n/a*	*n/a*
5111	Accornero	Spanish 051 B	*2*	*6.00*	*n/a*	*n/a*
		Span. 50/51 Totals	51	153.00	.200	765.00
6464	Callner	Thear 015	81	355.00	.276	1286.23
6465	Callner	Thear 019A	26	78.00	.200	390.00
Spring 2001 Telecourse Totals			**835**	**3197.00**	**4.411**	**724.78**

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SPRING 2001 ONLINE COURSE STATISTICS

Online Courses

Section	Instructor	Course	Hdct	WSCH	FTE	WSCH/FTE
4013	Smith	AJ 001	27	81.00	.200	405.00
4018	Smith	AJ 021	33	99.00	.200	495.00
4195	Proudfoot	CA 074	*15*	*30.86*	*n/a*	*n/a*
4196	Proudfoot	CA 074	*12*	*24.69*	*n/a*	*n/a*
4621	Proudfoot	Libr 006	*5*	*10.29*	*n/a*	*n/a*
4622	Proudfoot	Libr 006	*3*	*6.17*	*n/a*	*n/a*
		CA 74/Lib 06 Totals	35	72.01	.067	1074.78
4203	Rascov	CA 089	40	68.58	.067	1023.58
4212	Carey	CA 096	40	68.58	.067	1023.58
4215	Carey	CA 096A	27	46.29	.067	690.90
4309	Byers	Couns 012	44	113.14	.200	565.70
4385	Harvell	Econ 001B	36	108.00	.200	540.00
4407	Barrett	Engl 001A	28	140.00	.250	560.00
4408	Barrett	Engl 001A	23	115.00	.250	460.00
4409	Moniz	Engl 001A	27	135.00	.250	540.00
4421	Barrett	Engl 001B	31	139.50	.250	930.00
4422	Barrett	Engl 001B	28	126.00	.250	504.00
4423	Saito	Engl 001B	32	144.00	.250	576.00
4429	Pearce	Engl 001C	35	157.50	.250	630.00
4437	Schulter	Engl 070A	*22*	*66.00*	*n/a*	*n/a*
4439	Schulter	Engl 070B	*8*	*24.00*	*n/a*	*n/a*
		Engl 70 A/B Totals	30	90.00	.200	450.00
4507	Skaife	French 001A	29	105.00	.333	315.32
4554	Gallup	Hist 017A	28	84.00	.200	420.00
4555	Gallup	Hist 017A	32	96.00	.200	480.00
4565	Whitmer	Hist 017 B	56	168.00	.200	840.00
5001	LaFave	Phil 017	34	102.00	.250	408.00
5050	Andrews	Polit 001	30	90.00	.200	450.00
5051	Andrews	Polit 001	22	66.00	.200	330.00
5070	Ladd	Psych 001	29	87.00	.200	435.00
Spring 2001 Online Course Totals			**776**	**2541.60**	**4.801**	**529.39**
Spring 2001 Telecourse/Online Totals			**1611**	**5738.60**	**9.212**	**622.95**
2000/2001 Distance Learning Totals			**3789**	**13601.00**	**21.702**	**626.72**

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SUMMARY OF 2000/2001 DISTANCE LEARNING STATISTICS

	Courses	Sections	Enrollment	WSCH	FTE	WSCH/FTE
Summer 2000	18	18	584	2111.09	2.811	751.01
Fall 2000	46	59	1594	5751.31	9.679	594.20
Spring 2001	47	57	1611	5738.60	9.212	622.95
2000/01 Totals	**111**	**134**	**3789**	**13601.00**	**21.702**	**626.72**

DISTANCE LEARNING FEES AND EXPENSES FOR 2000/2001

Consortium for Open Learning/Adult Learning Service Annual Fee ..... $9,000.
Telecourse licensing fees and per head fees 44,101
Purchase of replacement master tapes for video course series ..... 105.
Distance learning instructor salaries ..... 542,385.
Hourly support staff salaries plus 50% salary of DL Coordinator ..... 41,102.
Videotape: VHS, S-VHS, and DV Cam format, plastic sleeves, labels ..... 3,755.
Mileage and conference costs for COL Exec. Council meetings etc. ..... 588.
Distance learning related equipment: upgrades etc. ..... 4,039.
Video telecourse rental reimbursements for tapes returned on-time ..... 13,100.
Total Expenses ..... $658,175.

GROSS REVENUE FROM 2000/2001 DISTANCE LEARNING COURSES

2000/2001 revenue from 453.367 FTES ($3157 per FTES for 00/01) ..... $1,431,279.
(2000/2001 FTES = 13601. WSCH X 17.5 ÷ 525 = 453.367 FTES)

Video rental fees for students electing to rent telecourses programs ..... 46,100.
(video rental income is used as itemized above to pay for hourly help, upgrade equipment, and provide refunds to students returning videotapes on-time)

Total Gross WSCH Revenue ..... $1,477,379.

2000/2001 TOTAL NET WSCH REVENUE ..... $819,204.

(Gross distance learning WSCH revenue minus expenses)

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YEAR BY YEAR STATISTICAL COMPARISON, 1986/87 - 2000/2001

	# Sections	Enrollment	WSCH	FTE	WSCH/FTE	WSCH Revenue Minus Program Costs
86/87	5	158	474.0	.934	507.49	$17,544.
87/88	8	190	570.0	1.334	427.29	$19,830.
88/89	15	470	1410.0	2.334	604.11	$73,880.
89/90	26	857	2504.0	4.134	605.70	$140,145.
90/91	40	1122	3380.0	6.684	505.68	$204,329.
91/92	35	1305	3960.0	5.329	743.10	$276,812.
92/93	37	1280	3816.0	5.018	760.46	$263,533.
93/94	37	1081	3243.0	4.909	660.62	$221,330.
94/95	41	1292	3814.0	5.007	761.73	$294,248.
95/96	39	1386	4814.0	5.077	948.20	$307,129.
96/97	63	2630	9280.4	9.644	962.30	$588,339.
97/98	74	2849	10627.5	12.798	830.40	$647,067.
98/99	91	3186	12064.7	13.918	866.84	$758,930.
99/00	117	3613	13443.1	20.120	667.65	$801,023.
00/01	134	3789	13601.0	21.702	626.72	$819,204.

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STUDENT SURVEY STATISTICS

To better serve the needs of our distance learning students and to determine the demographics for this portion of the student population, we surveyed students taking distance education courses during the 2000/2001 school year. The survey consisted of thirty-nine questions that could be answered using a common Scantron® form. The survey dealt with access issues, demographics, instructional quality ratings, methodologies, and various questions concerning the students' reasons for enrolling in a distance education course. Over 3,000 surveys were distributed. 2037 of the student surveys were filled out and returned. A copy of the survey questions is available at the end of this report. The survey results are shown below.

59% of the distance education students responding to our survey indicated that they were taking a distance learning course for the first time.

58% responded that they would not be able to begin or continue their college education, including the course in which they were currently enrolled, had it not been offered via distance learning.

76% indicated that they had previously taken a class on campus.

49% are currently enrolled in another course on campus.

54% indicated that they were taking their distance learning course as part of their requirements for an AA degree.

42% of the students stated that the distance learning course they were taking was part of their intended major program requirements.

27% stated that they enrolled in the distance learning course to help them develop skills for a new job or to help prepare for a career change.

33% of the students surveyed said that they took the distance learning course for professional growth and/or promotion opportunities in their existing job.

79% of the distance education students surveyed indicated that the primary reason that they took a distance learning course was the convenience and flexibility that a distance learning course offered them.

6% of the students stated that the primary reason that they enrolled in a distance education course was because of a personal disability.

61% said they would likely take additional distance education classes in the future.

27% stated that one of the reasons they enrolled in a distance education course was the reduced transportation costs.

33% of the students indicated that they felt that the distance learning course was harder than the traditional methods of instruction on campus. **19%** said the distance learning course was easier. **48%** said they were about the same.

45% indicated that they preferred to learn through the use of technology.

83% indicated that they were able to review materials better because they were either available on videotape or as an on-line computer resource.

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STUDENT SURVEY STATISTICS (CONTINUED)

32% of the distance learning students stated that they were more likely to interact with the instructor or other students in a distance learning course versus a live on-campus course. Many students also indicated that they were actually more active in their distance learning courses because they were less intimidated in this environment. For instance, many students indicate that they are very quiet in a normal classroom, but are very active in communicating with both the teacher and other students when given the opportunity to respond online with a computer through the use of e-mail etc.

35% of the students stated that they found their instructor to be more available and accessible in a distance learning course when compared to a regular on-campus course. This is probably a result of the increased e-mail, on-line bulletin boards, and the use of phone mail for distance learning courses.

29% of the students indicated that the quality of the distance learning course was actually better than a regular course taught on campus. **15%** thought that the quality of the distance course was worse, **56%** felt that they were about the same.

49% of the distance education students rated the academic level of learning in their distance learning course as excellent; **42%** rated it as good.

47% of all telecourse students elected to rent the telecourse videotapes.

94% of the students have a high school diploma and **19%** already have an Associate, Bachelors, or higher college degree.

28% of the distance learning students are employed full-time.

52% of the distance learning students are employed part-time

4% of the distance learning students have two or more part time jobs

10% of the distance learning students are unemployed

12% of the distance learning students are full-time homemakers.

17% of the distance learning students live within 5 miles of the campus.

41% live 6-10 miles away from the campus.

29% live 11-20 miles away from the campus.

8% live 21-30 miles away from the campus.

5% live more than 30 miles away.

64% of the distance learning students were female.

63% of the students enrolled in a distance learning course successfully completed the course and received a passing grade.

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Distance Learning Student Survey

Select only one answer for each question and fill in the appropriate bubble on scan form.

1. Is this the first time you have taken a distance learning course? a. yes b. no
2. Would you have been able to begin or continue your education if courses were not offered via distance learning? a. yes b. no
3. Have you taken other courses on campus at West Valley College? a. yes b. no
4. Are you currently taking another on-campus course at West Valley? a. yes b. no

What are the primary reasons that you enrolled in this course?

5. It is a requirement for an AA degree a. yes b. no
6. It is part of your intended major program a. yes b. no
7. Development of new job skills/knowledge a. yes b. no
8. Professional growth and/or promotion in existing job a. yes b. no
9. Convenience/flexibility of a distance learning course a. yes b. no
10. Because of a personal disability a. yes b. no
11. Because of the reduced transportation cost a. yes b. no
12. You need to prepare for a career change a. yes b. no
13. You prefer to learn through the use of technology a. yes b. no
14. You have a personal interest in this subject a. yes b. no
15. Will you likely enroll in another distance learning course? a. yes b. no
16. If you took a telecourse, which method did you choose to view the video programs?
    a. viewed videos programs on ATT cable, either recorded on your VCR or live
    b. viewed or recorded videos with a regular antenna as it was broadcast on KCSM
    c. rented videos through the West Valley College Bookstore
    d. viewed videos in the West Valley College library audio/visual center
    e. did not take a telecourse so this question does not apply to me
17. Which technical approach do you prefer for distance learning courses?
    a. videos only
    b. Internet only
    c. videoconferencing only
    d. videos and internet
    e. videos, internet and videoconferencing
18. Compared to traditional methods of instruction, the distance learning course was:
    a. easier b. harder c. about the same
19. How would you rate your interaction with the instructor?
    a. great b. good c. average d. poor e. none existed
20. How would you compare your interaction with the instructor in your distance learning course compared to interaction in normal "live" courses?
    a. more interaction in distance learning course b. less c. about the same
21. How would you rate your interaction with other students in the course?
    a. great b. good c. average d. poor e. none existed

Continue the survey on the next page ➥

Distance Learning Student Survey (continued)

22. How would you rate the availability of class review materials for this course?
    a. better than a normal course b. worse c. about the same
23. How would you rate the availability of the instructor of your distance learning course, compared to a traditional on campus course?
    a. more available b. less available c. about the same
24. How would you rate the quality of the course compared to courses taught on campus?
    a. better b. worse c. about the same
25. What would you most like to see incorporated into future distance learning courses?
    a. more live meetings with the instructor
    b. more use of computer e-mail discussions with instructor and/or other students
    c. more phone discussions with the instructor
    d. on-line review of material through computer and modem connections
    e. take home test
26. Do you have e-mail? a. yes b. no c. no, but planning on getting it soon
27. Did you rent course videotapes for this distance learning course? a. yes b. no

Please rate the following:

28. Quality of videos or online content	a. excellent	b. good	c. average	d. poor
29. Quality of the overall course content	a. excellent	b. good	c. average	d. poor
30. Availability of the instructor	a. excellent	b. good	c. average	d. poor
31. Availability of the media/content	a. excellent	b. good	c. average	d. poor
32. Academic level of learning	a. excellent	b. good	c. average	d. poor

Student demographic information:

33. Age: a. 19 or younger b. 20 - 24 c. 25 - 29 d. 30 - 39 e. 40+
34. Gender: a. Male b. Female
35. Marital Status: a. Single b. Married c. Divorced/Separated d. Widowed
36. What is your highest educational level achieved?
    a. Some high school or less
    b. High school diploma (GED)
    c. High school diploma and some college
    d. Associate degree
    e. Bachelors degree or higher
37. What is your current employment status?
    a. Full-time employed
    b. Part-time employed
    c. Two or more part-time jobs
    d. Currently unemployed
    e. Full-time homemaker
38. Where do you live?
    a. Saratoga b. Los Gatos c. San Jose d. Santa Clara e. Other
39. How far away do you live from the West Valley College campus?
    a. 0-5 miles b. 6-10 miles c. 11-20 miles d. 21-30 miles e. 31+miles

Thank you for your participation.

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